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ABSTRACT

This document is a strategic plan for action that reflects changing world realities, higher expectations, and new priorities. The strategic plan will guide policy and practice for vocational and adult education programs throughout Ohio by establishing the context and direction for all state and local planning. The plan was based on information obtained through a literature search, questionnaires, a forum attended by 53 stakeholders, and focus groups attended by more than 400 people. It identifies four priorities that will guide all program development, decision making, and resource allocation. Those priorities are as follows: (1) expand options for achieving career and education goals; (2) strengthen teaching and learning; (3) enhance communication and collaboration with all stakeholders; and (4) ensure a culture of continuous improvement and innovation. The plan acknowledges that, although the mission of vocational and adult education is clear, its role is evolving, and its progress must be measured by specific performance measures (for example, program enrollment/completion rates, continued education and job placement rates, and stakeholder feedback). (An appendix contains the assumptions underlying the work of Forum 2000 and lists of the following: research papers and stakeholders consulted; Forum 2000 participants; focus group participants; and task force leaders and Division of Vocational and Adult Education executive staff.) (MN)

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Ohio's Future at Work:

Beyond 2000

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A Strategic Plan for Vocational and Adult Education

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"The world has radically changed. We must change our whole culture of thinking about workforce training and vocational education."

Wenifort Washington
Warrensville Heights School District
Forum 2000 Participant

"Vocational and Adult Education is a key player in Ohio's School-to-Work initiatives."

John Goff
Ohio Superintendent of Public Instruction

A Letter to the Citizens of Ohio

Our world is changing in dramatic ways — and at an astonishing pace.

Job markets are evolving as global competition creates new opportunities and challenges. Rapid technological advancements are creating new jobs and displacing others. The ability to transfer, adapt and update workplace skills is becoming increasingly critical to Ohio's competitiveness.

As workplace needs and public expectations change, so does conventional wisdom about educational choices and career preparation. The bottom line: Vocational and Adult Education must change because the demands of the workplace, and the diverse expectations of the Ohioans we serve, are changing. We simply cannot continue with "business as usual" and expect to succeed — or survive.

In response, Vocational and Adult Education has developed a new long-range strategic plan called *Ohio's Future at Work: Beyond 2000*. Direct input from more than 500 stakeholders from business, industry, labor, education, parent and student groups, government and community organizations has guided the construction of this plan.

Ohio's Future at Work: Beyond 2000 complements the high standards outlined in the Ohio Department of Education's proposed new school standards for all students. The plan also is grounded in the principles upon which Ohio's School-to-Work transition system is based. This close relationship is no accident. In its work to improve education and training opportunities for learners, School-to-Work has drawn from the same reservoir of talent that produced Ohio's Individual Career Plan (ICP), Ohio Competency Analysis Profiles (OCAPs), and the Career Passport.

Because Vocational and Adult Education is a key player in Ohio's School-to-Work initiatives, it should be no surprise that this new strategic plan's targeted results reinforce and support School-to-Work's mission "to ensure that every student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work." Vocational and Adult Education must continue to lend its voice and talents to School-to-Work and ensure that career-focused education is provided for all learners, not only those in our vocational programs. *Ohio's Future at Work: Beyond 2000* outlines a set of action statements that will help us accomplish that mission.

Our challenge, now more than ever, is to think beyond our current institutions, structures, and processes — to be creative and even daring in designing new systems, programs, and networks to ensure that all learners are successful in transitioning from school to work and that they become "lifelong learners."

John M. Goff
Superintendent of Public Instruction
Ohio Department of Education

Message From the State Director

In 1990, Vocational and Adult Education launched *Ohio's Future at Work* — its forward-thinking plan for accelerating the modernization of vocational education — and set the standard for educational results planning for Ohio.

Now, six years later, Vocational and Adult Education leads the way again with bold new strategies for meeting 21st century challenges. *Ohio's Future at Work: Beyond 2000* is a strategic plan for action that reflects changing world realities, higher expectations, and new priorities.

This strategic plan emphasizes the importance of career-focused education for all learners and underscores the critical role Vocational and Adult Education plays in connecting learning and work. It also reflects the responsibility we share with others in leading Ohio's workforce development efforts. Both contributions are key to Ohio's competitiveness in the 21st century.

Ohio's Future at Work: Beyond 2000 calls for Vocational and Adult Education professionals to continue their partnership with others in providing front-line leadership for Ohio's School-to-Work initiative. Through enhanced collaborations with key stakeholder groups, we will continue to play an indispensable role in advancing Ohio's progress toward achieving systemic reforms that connect the classroom to the workplace.

Ohio's Future at Work: Beyond 2000 demonstrates our commitment to results — to ensuring that all individuals possess 1) the skills needed to compete in a global marketplace; 2) credentials based on industry standards; 3) the capabilities needed to successfully enter, compete in and advance through the present and future workforce; and 4) the knowledge and skills for lifelong learning.

This plan will serve as our blueprint for addressing the challenges of the 21st century. It will establish the direction and framework for state and local planning. And it will be the measuring stick Ohioans will use in assessing our performance. Guided by *Ohio's Future at Work: Beyond 2000*, Vocational and Adult Education will continue to promote high academic and skill standards for all students, preparing them to enter the world prepared both for work and for continued education.

We are proud to present *Ohio's Future at Work: Beyond 2000* to the citizens of Ohio. We think you will share our enthusiasm for the new mission it articulates for Vocational and Adult Education — and we invite you to join us as partners in responding to its call for bold and innovative action.

Joanna Kister

Joanna Kister
Director, Division of Vocational and Adult Education
Ohio Department of Education

"Ohio's Future at Work: Beyond 2000 **demonstrates our commitment to results."**

Joanna Kister
Director of Vocational and Adult Education

New Expectations, New Priorities

"We have to prepare young people not only for jobs as they exist today, but also for jobs as they will exist in the future."

Samuel Gresham
Urban League of Columbus

The citizens of Ohio expect Vocational and Adult Education to deliver quality programs and services that meet the diverse career and education needs of Ohio's youth and adults as well as the ever-changing needs of the present and future workplace.

Input from key stakeholder groups — business, industry, labor, government, education, community organizations, parents and students — reveals a number of clear mandates for Vocational and Adult Education:

- We must broaden our traditional mission to include career-focused education opportunities and flexible career pathways for all learners.
- We must ensure that every individual has access to programs and services and is prepared for both continued education and work.
- We must be accountable for higher, more rigorous academic and occupational standards.
- We must invest in professional development focused on individual and organizational improvement.
- We must enhance the value of our programs and services through expanded partnerships with key stakeholders.
- We must do a better job of communicating the opportunities that vocational education offers youth and adults.
- We must be relevant, market-driven, and customer-focused.
- We must be accountable for responsible management of public resources and for maximizing the return on the public's investment.

Priorities to Meet Higher Expectations

To meet new and higher expectations, Vocational and Adult Education has identified four priorities that will guide program development, decision making and resource allocation. These four priorities include the following:

Priority #1: **Expand options for achieving career and education goals.**

Priority #2: **Strengthen teaching and learning.**

Priority #3: **Enhance communication and collaboration with all stakeholders.**

Priority #4: **Ensure a culture of continuous improvement and innovation.**

Bottom-Line Results

Directed by these new priorities, Vocational and Adult Education is committed to providing maximum return on the public's investment — gains that will be demonstrated in concrete, measurable, bottom-line results. We understand that Ohioans expect Vocational and Adult Education to ensure that all individuals:

- possess the academic, occupational, employability and technological skills needed to compete in a global marketplace;
- earn universally recognized and accepted credentials that document specific competencies based on industry-verified standards;
- are prepared to enter, compete in and advance through the present and future workforce; and
- have the necessary knowledge and skills for lifelong learning.

Performance Measures for Evaluating Progress

Ohioans expect Vocational and Adult Education to be directly accountable for producing positive results. Performance measures will include:

- percentage of learners with personal career goals and corresponding education plans;
- program enrollment and completion rates;
- performance on tests of academic, occupational, employability and technological competencies;
- percentage of learners receiving Career Passport credentialing documents;
- success on occupational licensing and certification exams;
- continued education and job placement rates; and
- stakeholder feedback.

An Evolving Role for Beyond 2000

While our mission is clear, our role is evolving. As we strive to prepare workers for 21st century jobs that don't yet exist, we must be willing — and able — to redefine our role and reshape our relationships with diverse stakeholders. We must also remain ever mindful of our role as Ohio's primary resource for meeting the career-focused education needs of its citizens and the workforce development needs of its employers.

It is a challenge we eagerly and confidently embrace.

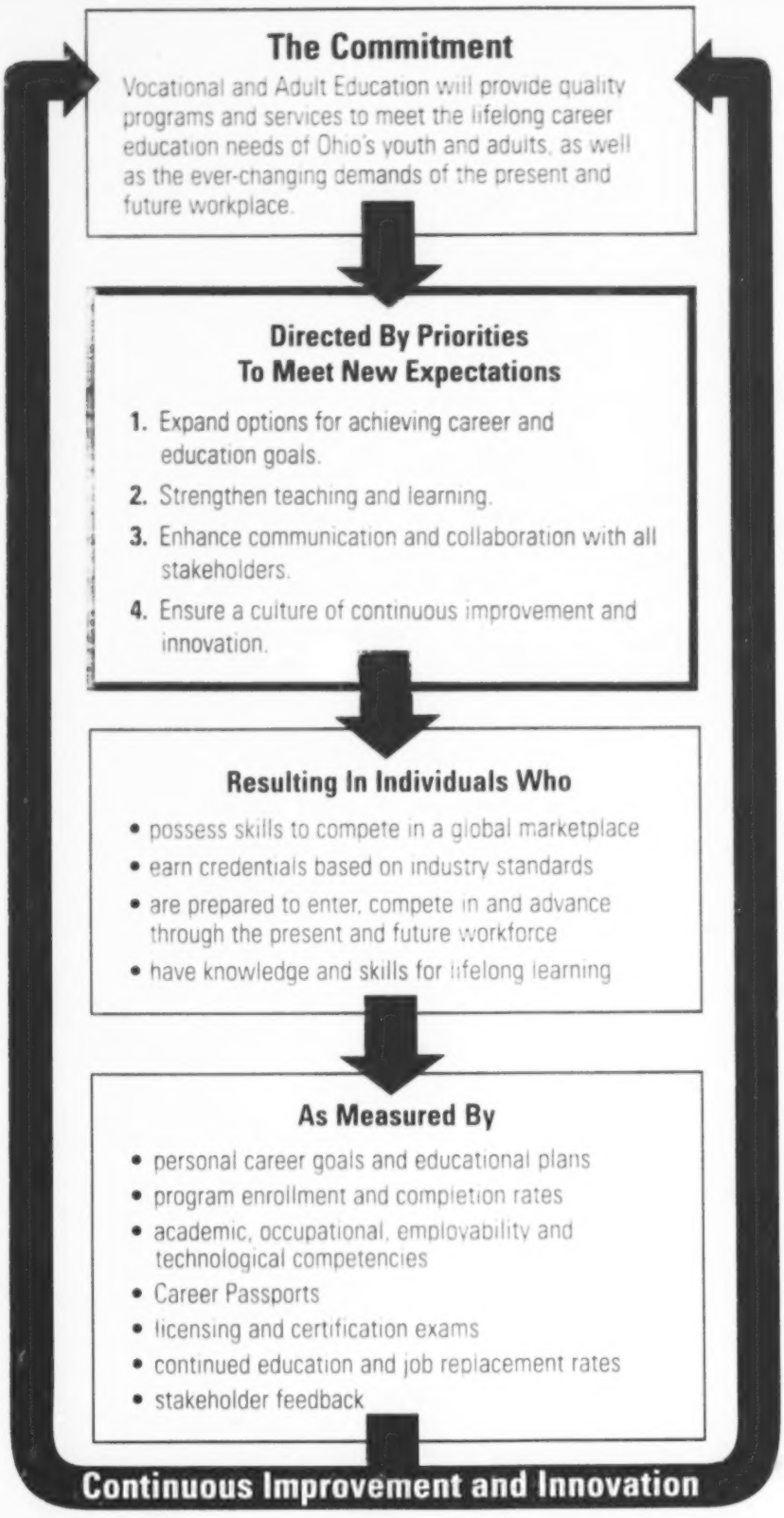
"Vocational and Adult Education is the linchpin of Ohio's plan for training and retraining our workforce."

Donald Jakeway
Ohio Department of Development

"We are moving toward a seamless education system where there is a continual lifelong learning process."

Virginia Milner Purdy
State Board of Education

A New Mission


The Commitment
Vocational and Adult Education will provide quality programs and services to meet the lifelong career education needs of Ohio's youth and adults, as well as the ever-changing demands of the present and future workplace.
Directed By Priorities To Meet New Expectations
1. Expand options for achieving career and education goals.
2. Strengthen teaching and learning.
3. Enhance communication and collaboration with all stakeholders.
4. Ensure a culture of continuous improvement and innovation.
Resulting In Individuals Who
• possess skills to compete in a global marketplace
• earn credentials based on industry standards
• are prepared to enter, compete in and advance through the present and future workforce
• have knowledge and skills for lifelong learning
As Measured By
• personal career goals and educational plans
• program enrollment and completion rates
• academic, occupational, employability and technological competencies
• Career Passports
• licensing and certification exams
• continued education and job replacement rates
• stakeholder feedback
Continuous Improvement and Innovation

The Plan of Action

The actions identified in *Ohio's Future at Work: Beyond 2000* will guide policy and practice for Vocational and Adult Education programs statewide by establishing the context and direction for all state and local planning. These recommended actions are framed by four priorities and the corresponding expectations of Ohio citizens.

Since this is a long-term strategic plan, we will collectively at the state and local levels identify annual targets. These will be coordinated with priorities established by the State Board of Education and state policies for workforce development.

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Priority #1: Expand options for achieving career and education goals.

"The demographics of the workforce are changing quite dramatically. We are going to be changing careers four or five times over the course of our work life. We really have to have skills that are transferable from one kind of job category to another career."

Debra Bowland
Ohio Bureau of Employment Services

We will broaden our traditional mission to include career-focused education opportunities and flexible career pathways for all learners.

New Models

- Develop models for organizing schools focused on career clusters such as career academies, schools within schools and occupational magnet schools.
- Develop delivery models to meet the unique needs of urban schools.
- Expand the availability of tech prep program offerings.
- Implement flexible scheduling in which learners can enter and exit educational programs based on their demonstrated competence and educational needs.
- Offer career-focused coursework and support services accessible to learners regardless of their enrollment in an occupation preparatory program.
- Establish innovative delivery structures (e.g., shared use of facilities and personnel) in cooperation with business, industry, labor, Ohio's One Stop Career Centers, agencies and educational institutions.
- Offer programs of time lengths based on curriculum content and purpose.
- Implement multiple work-based experiences such as cooperative education, job shadowing, internships, mentorships and apprenticeships.
- Expand articulation agreements between secondary/postsecondary institutions and higher education to increase enrollment options for learners.
- Expand open enrollment policies among school districts and Vocational Education Planning Districts (VEPDs).

Career Development

- Inform learners and parents/guardians about the spectrum of career and educational opportunities available.
- Provide learners accurate and comprehensive information about labor markets and workplace trends through the Ohio Career Information System or similar systems.
- Establish career planning teams, including teachers, administrators and counselors in each school building.
- Ensure that adult learners are provided appropriate career development activities.
- Create an understanding of the world of work and introduce career clusters in elementary grades.
- Ensure that appropriate activities occur during the middle grades for learners to explore career options through career clusters and identify a career pathway in their Individual Career Plans.
- Provide opportunities in identified high school classes for learners to update their Individual Career Plans, refine their career pathways, select career majors and develop components of their Career Passports.

We will ensure that every individual has access to programs and services and is prepared for both continued education and work.

Access, Enrollment and Completion

- Promote vocational and adult education programs among all learners and parents/guardians, including those from underrepresented populations.
- Recruit skilled educators from underrepresented populations.
- Provide services including vocational evaluation, career guidance, individual assessment, job placement services, information for parents or families, accessible facilities and equipment, child care, transportation and social services linkages.
- Deliver educational programs and services through community-based settings, expanded school day and school year, distance learning and flexible scheduling.
- Provide programs and services specifically to assist at-risk learners in their transition into further education and employment.
- Focus research on identifying and eliminating barriers to course completion.
- Provide professional development activities to ensure that educators can effectively work with diverse populations.
- Ensure that educators are aware of how they may reflect gender bias toward learners' career and education program choices.

Priority #2: Strengthen teaching and learning.

"Ohio citizens expect accountability for their tax dollars. They should get 'more bang for the buck' from the vocational programs their tax dollars support."

Don Leonhardt
Iron Workers
JAC Local 55 -AGC

We will be accountable for higher, more rigorous academic and occupational standards.

Curriculum and Instruction

- Base curricula on Occupational Competency Analysis Profiles (OCAPs), Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, national skill standards and, where applicable, industry certification requirements of programs (e.g., Automotive Service Excellence certification of automotive technology programs).
- Teach specific occupational skills as well as broader career cluster concepts.
- Reinforce the career cluster organization and delivery by supporting interdisciplinary teaching and application of knowledge through applied academics, team teaching and multi-course projects.
- Emphasize the importance of appropriate workplace habits including teamwork, problem solving, responsibility, acceptance of others, balancing work and family, communication, critical thinking, conflict management, flexibility and adaptability.
- Use a variety of instructional techniques and current technology such as interactive video, distance learning, self-directed problem-based learning, authentic research, and work-based and school-based learning.
- Ensure technological currency of learners through instruction using updated equipment in school and work sites.
- Reinforce the concept of lifelong learning and the relationship between education, career success and economic stability.
- Reinforce learner responsibility for individual achievement and advancement.
- Support vocational student organization activities as integral components of the vocational curriculum.
- Conduct curriculum planning in collaboration with advisory committees and regional and state workforce preparation agencies.
- Integrate academic, occupational, technological and employability competencies.
- Promote transferability of academic, occupational, technological and employability competencies to prepare learners for all aspects of work.
- Provide means for vocational and non-vocational teachers to collaboratively plan curricula and instruction.
- Emphasize active and relevant learning and teaching, including opportunities for service learning, vocational student organization participation and family involvement.
- Create conditions for learners that encourage peer coaching, mentoring, teamwork, cooperative learning, conflict resolution, resource management, higher-order thinking, and lifelong learning in the classroom, laboratory and work site.

Assessment

- Determine learner achievement and advancement based on competency attainment—not based on time in class.
- Use results from a variety of assessment techniques to improve curriculum and instruction, design individual learning opportunities, diagnose learning difficulties, indicate learner progress and provide a basis for learner credentialing.
- Document competencies in the Career Passport.
- Integrate vocational student organization skill events into the curriculum as a means of assessing learner achievement.
- Ensure that assessment techniques are based on current standards that identify the performance or knowledge to be assessed and the level of achievement required.

We will invest in professional development focused on individual and organizational improvement.

Professional Development

- Provide professional development opportunities for educators at the state, local and higher education levels on all aspects of *Ohio's Future at Work: Beyond 2000.*
- Enhance communication and connection between vocational and adult education and teacher education programs.
- Support college- and university-based programs to ensure that teachers are prepared to deliver vocational and adult education through a variety of delivery designs.
- Implement a peer mentoring program for teachers and administrators during the entry phase of their careers.
- Provide and coordinate opportunities for leadership development through vocational teacher education programs, Ohio Vocational Education Leadership Institute (OVELI) and other statewide initiatives.
- Evaluate professional development efforts based on their impact on teacher and administrator effectiveness to enhance student achievement.
- Provide externship opportunities and information about career options to all educators who assist K-adult learners in making career decisions.
- Use performance assessment in determining teacher credentialing.
- Provide professional development for business and industry mentors who offer work-based experiences for learners.
- Implement VEPD professional development action plans.
- Ensure that all vocational and adult educators fully implement Individual Professional Development Plans that are updated annually.

Priority #3: Enhance communication and collaboration with all stakeholders.

"It's going to take partnerships, serious partnerships, to effectively impact the future of children today. The old concept — that we can do it alone and in isolation — is gone."

Wenifort Washington,
Warrensville Heights City Schools

Priority #3

We will enhance the value of our programs and services through expanded partnerships with key stakeholders.

Collaboration

- Collaborate with workforce preparation agencies and education institutions to ensure consistency and non-duplication of programs and services and to reinforce an integrated delivery system.
- Actively seek and apply input from parents/guardians to improve curriculum and instruction.
- Collaborate with other agencies and organizations to implement economic development plans.
- Collaborate with business, industry and labor to provide apprenticeship programs.
- Improve services to at-risk youth and adults through utilization of collaborative interagency linkages.
- Provide incentives for both businesses and educators to participate in externships.
- Collaborate with partners in colleges/universities and with local district personnel to provide innovative and effective vocational and adult teacher education.

We will do a better job of communicating the opportunities that vocational and adult education offers to youth and adults.

Communication

- Use the services of marketing professionals.
- Use consistent terms and descriptors that ensure a common workforce preparation language.
- Consider new terminology for the phrase *"vocational and adult education."*
- Provide ongoing professional development for educators on marketing strategies and techniques.
- Involve all personnel in marketing efforts.
- Allocate resources specifically for marketing programs and services.
- Create a statewide consortium to develop and fund marketing activities.
- Provide current labor market information consistently through a variety of media to enhance public understanding of vocational and adult education.
- Develop simple, flexible on-line marketing activities that allow rapid and timely updating of messages and information.
- Work with employers and other stakeholders to improve the image of vocational and adult education.

Priority #4: Ensure a culture of continuous improvement and innovation.

We will be relevant, market-driven and customer-focused.

Continuous Improvement and Innovation

- Conduct market research to better identify, assess and understand customer needs.
- Determine current and targeted levels of performance through a strategic planning process.
- Evaluate programs and services based on state core standards and locally-identified performance measures as a means of promoting continuous improvement.
- Field test and evaluate innovative and alternative program and funding models in a variety of school, business, industry and community settings.
- Invest in new programs and services based on needs as determined by, but not limited to, analysis of labor market and demographic data.
- Develop and implement systematic strategies for disseminating research findings and for providing technical assistance related to implementing new practices.
- Coordinate VEPD plans with school district continuous improvement plans.
- Ensure access to information reflected in best available research and practices in teaching, learning and leadership through a statewide computerized system.
- Promote public access to and use of facilities and services.
- Provide customized training and job profiling for business and industry.
- Establish collaborative relationships with higher education institutions, agencies, associations, local education agencies and other service providers to conduct ongoing research for program innovation and improvement.
- Conduct research aimed at promoting economic and community development.
- Involve stakeholders in program strategic planning and evaluation.

We will be accountable for responsible management of public resources and for maximizing the return on the public's investment.

Accountability

- Evaluate programs and services to determine their relevance and effectiveness in meeting state and local needs.
- Use learner assessment results for planning and improving programs and services.
- Assess effectiveness of program and service delivery structures to determine means for improvement.
- Report program performance data (e.g., placement and continuing education rates, competency attainment) annually to boards of education, advisory committees, Ohio Department of Education and other stakeholder groups.
- Provide data reports in efficient, usable formats.

"Vocational education should be synonymous with continuous education and continuous improvement."

Randolph Toscano, Jr.
Cooper Tire & Rubber

Priority #4

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Resource Management

- Enact policies to ensure no financial advantage or disadvantage accrues to school districts as a result of learners enrolling in vocational and adult education programs and courses.
- Promote adequate and equitable funding through legislative actions.
- Enact state and local policies that allow for the funding and delivery of programs and services through consortia of VEPDs.
- Improve or eliminate outdated, duplicative and ineffective programs and services.
- Utilize alternative sources of funding and services (e.g., foundations, shared facilities).

Glossary

Academic skills
Those skills including communications, mathematics, science and basic literacy proficiencies necessary for career success and to facilitate lifelong learning.

Apprenticeship
Bureau of Apprenticeship and Training registered comprehensive training program in an occupation. The related vocational instruction and workplace experience are achieved through a training coalition of management, labor and education.

Articulation agreements
A prescribed curriculum sequence such as between grade levels, between vocational and non-vocational education or between secondary and postsecondary education that consists of interrelated components to accelerate education outcomes and to minimize duplication.

Career academies
Career-focused education delivery systems operating within a school (a school-within-school concept) in which a group of learners is taught by a team of teachers (typically three academic and one vocational teacher) for a period of two to three years. The integrated academic/vocational curriculum focuses on a particular occupational or career area.

Career clusters
Groupings of occupations from one or more industries that share common skill requirements. Career clusters provide a means of organizing the thousands of career choices for implementation in the school curriculum. Learners may be introduced to careers by cluster in the elementary grades, explore careers by cluster in the middle grades and learn job skills by cluster and by specific occupation in high school and beyond.

Career development
Programs including career education, career guidance and vocational counseling that assist youth and adult learners in preparing annual updates of Individual Career Plans and in developing Career Passports. This development process includes concepts that emphasize lifelong learning and prepare learners to lead satisfying and productive lives in the school, in the workplace and in society.

Career major
Major area of study selected by a learner based on his or her education and career interests and goals.

Career Passport
A comprehensive credential containing formal documents that identify and describe skills a learner has attained. Learners in vocational and adult education programs receive a Career Passport when they complete their program.

Career pathway
Individual series of academic, technological and occupational coursework and other educational experiences leading to a career major. Career pathways are aimed at achieving the identified education and career goals of learners.

Career planning team
A designated group at each elementary, middle and high school in Ohio that includes teachers, administrators, guidance counselors, parents and district career development personnel. The role of the team is to determine the best delivery system for that school to ensure that specific career activities take place in all classrooms, that all teachers are involved, that professional development occurs on career topics and that career-focused education is a school-wide emphasis. The middle and high school teams also determine what activities take place in the classroom to develop and update students' Individual Career Plans and Career Passports.

Career-focused education
Educational programming in which curriculum content and learning experiences clearly connect to the world of work.

Continuous improvement plan
Plan developed by school districts to measure progress and promote achievement of educational goals.

Cooperative education
Delivery system that provides specific occupational skills through paid employment under a written cooperative arrangement between the school and an employer.

Distance learning
A learning environment involving a school setting and at least one other location outside the school. Instruction is usually provided via interactive video transmission or electronic access to off-site databases.

Employability skills
Personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership and effective management of work and family responsibilities.

Externship
Experience that provides educators structured opportunities in the private or government sectors to gain experience, update skills, assess curriculum needs or gain insight that can enhance the use of workplace applications in the classroom.

Individual Career Plan (ICP)
Planning document initiated by the learner, with input from parents/guardians, teachers and counselors, prior to the ninth grade and reviewed every year thereafter. This component of the career development process requires learners to identify tentative career goals and appropriate educational plans to reach those goals. The ICP document provides a place for learners to keep a record of all information pertinent to personal career choices. The ICP can also be developed by adult learners.

Individual Professional Development Plan
An improvement process that includes self-assessment of competencies, prioritization of goals, and development and implementation of a plan with activities and assessment of accomplishments for each vocational educator.

Internship
Learning experience in which an individual spends an extended period of time performing a job or a series of related jobs in order to gain in-depth knowledge related to those jobs.

Job profiling
Systematic process of identifying the skill levels employees need to perform a specific job.

Job shadowing
A career exploration activity for learners to help them better understand a specific job. A learner spends a day with a worker in a career of choice to gain firsthand knowledge about the job.

Lifelong learning
The concept of continued education and training, formal or informal, throughout one's career.

Mentorship
Learning experience in which one individual serves in a close teacher/advisor relationship with another individual.

Occupation preparatory program
Education program that provides learners with skills needed to enter and advance in identified occupational areas.

Occupational skills
Those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.

Occupational Competency Analysis Profiles (OCAPs)
Employer-identified competency lists that outline the knowledge and skills needed to enter and succeed in a given occupational area or an applied academics, dropout prevention, or work and family life program.

Occupational magnet schools
Schools in which the curriculum centers on one or more occupational areas. These schools enroll learners whose particular educational and career interests are served by the curriculum.

Ohio Career Information System (OCIS)
Computer-based career information system that provides instantaneous access to current labor market and educational information via mainframe or microcomputers.

Ohio Vocational Education Leadership Institute (OVELI)
Twelve-month program to develop the next generation of vocational leaders for both state and local administrative roles. OVELI includes broad-based monthly seminars, an individual prescribed professional development plan, mentoring, participation in two national vocational conferences and networking.

Ohio Work and Family Life Teacher Leader Institute
Academy to train a select group of teachers, from all geographic areas of Ohio, to give leadership to Work and Family Life programs at the local level.

Open enrollment
Policy established by agreements between two or more educational agencies allowing a learner to attend a school that is not in his or her resident school district in order to participate in educational programs not offered in the resident district.

School-to-Work
A systemic approach to workforce preparation that has three basic elements: school-based learning, work-based learning and connecting activities. School-to-work systems are planned and operated by local partnerships, with employers as key members.

Schools-within-schools
Instruction delivery arrangment in which a group of learners remains with the same teachers throughout the learners' tenure at the school.

Tech Prep
A competency-based program of combined secondary and postsecondary education and occupational experience that includes a common core of required proficiency in mathematics, science, communications and technologies designed to lead to an associate degree or two-year postsecondary certificate in specific career fields.

Technological skills
Those skills related to the understanding and use of current and emerging technologies.

Underrepresented populations
Learners from demographic groups (e.g., based on ethnicity, gender, ability level, etc.) for which the proportion enrolled in vocational and adult education programs is below that of the local VEPD or community.

Vocational Education Planning District (VEPD)
The local education agency configuration for providing vocational and adult education programming.

Vocational evaluation
A comprehensive process that utilizes testing, situation assessment, job tryouts, observations and work samples to assist individuals who are disabled and/or disadvantaged in making appropriate career choices and in determining their potential for success in vocational development programs and, ultimately, employment.

Appendix

***Ohio's Future at Work: Beyond 2000* is built upon a solid foundation comprised of the following resources:**

Research and Stakeholder Input

A philosophy adhered to throughout the *Ohio's Future at Work: Beyond 2000* process was to ground the assumptions about future trends and the resulting strategic plan in current literature and research. Discussion papers were prepared to provide this solid foundation. Individuals from throughout the Ohio Department of Education and from other state agencies collaborated in the research and writing of the discussion papers, as well as in the review of current literature to identify innovative and effective practices. Research also included gathering input from stakeholder groups through questionnaires, position papers and information papers.

Forum 2000

Forum 2000 convened in February and May, 1996, to identify expectations of Ohio citizens for vocational and adult education and to provide leadership in determining the direction and contents of *Ohio's Future at Work: Beyond 2000*. Fifty-three business, industry, labor, government agency, education, community and parent leaders served as forum members.

Assumptions About Future Trends

Underlying the work of Forum 2000 are certain fundamental assumptions about future trends that will shape workforce demands on education in Ohio and on the state's workforce development system.

Focus Groups

More than 400 people participated in focus groups that identified priorities and actions for meeting the expectations of Ohio citizens for Vocational and Adult Education. Sessions were conducted with business, industry, labor, government agency, community organization and education groups.

Education Leadership

The *Ohio's Future at Work: Beyond 2000* task force provided the vision and the ongoing leadership in the development of this strategic plan with guidance from the Division of Vocational and Adult Education executive staff.

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Research and Stakeholder Input

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Following are the discussion paper topics and lead authors:

Access and Completion, *Sandra M. Muir and Dwight Anstaett*

Career Development, *Cynthia R. Gahris*

Curriculum, Instruction and Student Assessment, *Deborah Bingham-Catri*

Demographics, *Jeffrey Gove and Sheila Thompson*

Economics, *Dee Sturgill*

Education Reform, *Joanna Kister*

Labor Market, *Bob Bowermeister*

Legislative and Political Arena, *G. James Pinchak*

Marketing, *Rick Mangini*

Professional Development, *Charlotte Coomer*

Program and Service Delivery and Assessment, *Robert D. Sommers*

Research and Development, *Isaac Kershaw*

Resource Allocation, Acquisition and Management, *G. James Pinchak*

School-To-Work Transition, *Vicki L. Melvin*

Social Issues, *Sandra S. Laurenson*

Strategic Alliances, *Barbara Nicol*

Technology and Information Systems, *Robert D. Sommers*

Technology, *James H. Wiblin and James M. Utendorf*

Urban Initiatives, *Gene Todd*

Workforce Preparation, *Thomas N. Applegate*

An essential component of the *Ohio's Future at Work: Beyond 2000* process was to obtain input from stakeholder groups through questionnaires, information papers and position papers. Information was solicited from the following groups:

Questionnaires

Adult vocational education directors
Division of Vocational and Adult Education staff
Governor's Human Resources Investment Council
Ohio Council on Vocational Education
Ohio Department of Education division directors
Ohio Vocational Association division officers
OVELI alumni
Secondary vocational education directors
Tech Prep supervisors
VEPD superintendents
Vocational education teacher educators

Information Papers

Bureau of Apprenticeship Training
Central Ohio Builders Exchange
Ohio Agribusiness Association
Ohio Alliance for the Environment
Ohio Bankers' Association
Ohio Chamber of Commerce
Ohio Contractors' Association
Ohio Council of Retail Merchants
Ohio Farm Bureau Federation
Ohio Hotel/Motel Association
Ohio Manufacturers' Association
Ohio Nursery and Landscape Association
Ohio Organization of Practical Nurse Educators
Ohio Restaurant Association
Ohio Small Business Council
Ohio Tooling and Manufacturing Association

Position Papers

Career Development State Task Force
Ohio Association of Adult and Continuing Education
Ohio Association of Joint Vocational School Superintendents
Ohio Business and Marketing Education Supervisors Association
Ohio Council on Economic Education
Ohio Council on Vocational Education
Ohio Literacy Network
Ohio Literacy Resource Center
Ohio Trade and Industrial Education Supervisors Association
Ohio Urban Vocational Directors Group
Ohio Vocational Association Program/Service Area Divisions
Ohio Vocational Directors Association
Ohio Women Work
Omicron Tau Theta (The Ohio State University and Kent State University chapters)
Sex Equity Coordinators
Vocational Education Equity Coordinators
Vocational Education Personnel Center Directors (Northwest: Bowling Green State University; Northeast: Kent State University; Central: The Ohio State University; Southeast: Ohio University; Southwest: Wright State University)

Forum 2000 Participants

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Loretta Adams
Deputy Director
Ohio Department of Human Services

Ralph Alexander
Superintendent
Springfield-Clark JVSD

Carol Ball
Chief Executive Officer
Ball Publishing Company

Robert G. Berns
Professor & Teacher Educator
Bowling Green State University

Debra Bowland
Administrator
Ohio Bureau of Employment Services

Catherine Bregar
Special Education Consultant
Ohio Department of Education

Joyce Brouman
Vocational Evaluator
Mayfield City Schools

William Bussey
Adult Education Director
Eastland Vocational Schools

Leonard Carlson
Chair, Education Committee
Ohio Chamber of Commerce

Harold Carr
Superintendent
Great Oaks Institute of Technology

Joseph Davis
Executive Director
Ohio Council on Vocational Education

Mary Ann Dayspring
State Director
Bureau of Apprenticeship and Training

Jackie DeGarmo-Riegner
Assistant Superintendent
Plain Local Schools

Janet Divis
Adult Education Instructor
Medina County Career Center

Jerry Drone
Coordinator
Adult Basic Literacy Education
Akron City Schools

Curt Dunham
Vice President
Ohio Farm Bureau Federation

Harry Featherstone
Chair & CEO
Featherstone & Associates

Saundra Gerber
Counselor
Northwest High School

Richard Gore
Vocational Education Director
Cleveland City Schools

Samuel Gresham, Jr.
President & CEO
Columbus Urban League

Gene Harris
Chief Program Officer
Ohio Department of Education

Terry Hart
Manager, Technical Support
Rockwell Industries

William Hayes
Senior Staff Administrator
Honda of America

Carol James
Executive Director
Ohio Contractors Association

Byron Kee
President
North Central Technical College

Valerie Lenart
Director of Organizational Learning
The Ohio Manufacturers' Association

Donald Leonhardt
Apprenticeship Coordinator
Iron Workers - IAC Local 55 - AGC

Nathan Linn
Manager, Central Office Engineering
Ameritech

Kerry Loeffler
Vice President
Greater Cincinnati Hospital Council

Richard Longaberger
Director of Education Affairs
The Longaberger Company

Paul Marshall
Executive Assistant to the Superintendent
Ohio Department of Education

Sharon Mastroianni
Career Education Coordinator
EHOVE JVSD

Virginia Milner Purdy
President
State Board of Education

Patricia Moss
First Vice President
AFSCME Ohio Council 8 AFL-CIO

Tim Niemeyer
Vocational Education Teacher
Margaretta High School

Howard Nusbaum
Executive Vice President
Ohio Hotel/Motel Association

Linda O'Connor
Manager
Ohio Industrial Training Program
Ohio Department of Development

Rebecca Parrott
(represented by Joe Sneed)
Owner - Principal
National Century Financial Enterprise, Inc.

Virginia Ramey
Tech Prep Coordinator
Shawnee State University

Jeff Reinhard
Principal
Weaver Middle School

Michael Schultz
State Board of Education &
Defiance Chamber of Commerce

J. Kevin Sellards
Personnel Director
Mahoning County Commissioners
Ohio JSEC Chair

Joseph Skoda
Certified Public Accountant
Skoda, Minotti, Reeves &
Company

Richard Stoft
President
Ohio Business Roundtable

Gary Stutler
Maintenance Manager
RJF, International Corporation

Jonathan Tafel
Director of Academic Initiative,
Education Linkages
Ohio Board of Regents

Charleta Tavares
State Representative
Ohio General Assembly

Rosemary Tesar
Coordinator of the Education
Commission
The Ohio PTA

Randolph Toscano, Jr.
Manager, Human Resources
Cooper Tire & Rubber

Dennis Waina
General Manager
Richmond Mall

Wenifort Washington
Superintendent
Warrensville Heights School
District

Beth Wymer
Assistant State Director
National Federation of
Independent Business-Ohio

Lisa Zirger
Human Resources
Kroger Company

Consultants and Facilitators: Michelle LeCrone, LeCrone and Associates, Inc.
N.L. McCaslin, The Ohio State University

Video Production Coordinator: Barbara Nicol, Ohio Department of Education

Guest Presenters: Jack Jennings, Center on National Education Policy
Joan Wills, Center for Workforce Development

Assumptions About Future Trends

Underlying the work of Forum 2000 are certain fundamental assumptions about future trends that will shape workforce demands on education in Ohio and on the state's workforce development system. These assumptions, which are grounded in current literature and research, include the following:

Societal Factors

- The globalization of society will require individuals to have increased knowledge of the world and the credentials to move across domestic and international boundaries.
- There will continue to be a greater proportional growth among minorities and immigrants in the U.S.
- The workforce of the future will become increasingly diverse, with increased percentages of minorities, females and older adults.
- The workplace of the future will be more flexible in order for it to reflect the dual demands of work and family on the worker.
- Approximately 25 percent of the population will complete a four-year college degree.
- Enrollment in two-year colleges will increase.
- The number of children living in poverty is projected to increase.
- It is expected that violence will continue to escalate throughout our society.
- There will continue to be lower than acceptable levels of high school completion, particularly for minority students.
- Family involvement in children's education will continue to be an essential factor in educational success.
- There will continue to be high levels of adult illiteracy, with 40 to 50 percent of the unemployed functionally illiterate.
- There will be an increase in the percentage of the population that has special needs that must be met by the educational system.
- Limited natural resources and other environmental concerns will continue to affect all of society.
- The disparity between the "haves" and "have nots" will increase.

Government Factors

- The intent to decrease the size and regulatory role of the federal government will result in a shift of responsibilities to state and local governments.
- Pressures to reduce the size of education budgets will increase.
- Consolidation and integration of governmental programs will continue.

Employment Factors

- Rapidly changing job markets and new technologies will require individuals to have broad-based, transferable skills and to update their occupational knowledge and skill base in order to remain competitive in the workforce.
- There will be fewer high-paying jobs that will not require advanced education and training.
- More new jobs will be generated by small businesses that cannot afford to offer their own training.
- Among the three classifications of jobs — professional, skilled and unskilled — professional jobs will continue to employ 20 percent of the workforce; employment in skilled jobs will increase to 65 percent of the workforce; and employment in unskilled jobs will fall to 15 percent of the workforce.
- Automation and computers will eliminate some jobs and create others requiring higher levels of academic, occupational, technological and employability skills.
- The changing workplace will require employers and employees to have increased skills in interpersonal relationships, communications, conflict management, problem solving, critical thinking, adaptation to change and teamwork.
- Emphasis on process improvement and productivity will increase.
- Temporary and permanent part-time employment will increase.

Education Factors

- Support from business and industry for schools to adopt industry-based standards will increase.
- Technology will play a greater role in the education process.
- The needs of the community will become a more dominant factor in the design and implementation of education programs.
- State, local and private agencies will play a greater role in training by offering internships, apprenticeships, pre-employment training and adult education.
- Business, industry, labor, state and local agencies and the community at large will become increasingly involved with education reform.
- Education will focus greater emphasis on learner achievement and indicators of program quality.
- Public, urban education will be comprised of students who are increasingly poor and of a minority.
- The number of educators leaving the profession due to retirement will increase.

Focus Groups

More than 400 people participated in focus groups that identified priorities and actions for meeting the expectations of Ohio citizens for Vocational and Adult Education. Sessions were conducted with the business, industry, labor, government agency, community organization and education groups listed below:

Business Education Teachers

Bowling Green State University Education Administration Class

Career Development Task Force

Central Ohio Local Education Area Planning Meeting

Darke County Business / Education Commission

East Ohio Local Education Area Planning Meeting

Equity & Excellence Grant Holders

Family & Consumer Sciences Teachers

Ironworkers Union / Building Trades Coordinators & Educators

JVSD Superintendents Association

North Central Ohio Local Education Area Planning Meeting

Northeast Ohio Local Education Area Planning Meeting

Northwest Ohio Local Education Area Planning Meeting

Ohio Adult Basic and Literacy Education Directors

Ohio AFL-CIO

Ohio Association of Secondary School Administrators

Ohio Association of Vocational Education Special Needs Personnel

Ohio Contractors Association Education Subcommittee

Ohio Manufacturers Association Education & Training Committee

Ohio Restaurant Association

Ohio Vocational Association Board of Directors

Ohio Vocational Association Postsecondary Adult Vocational Education Division

Ohio Vocational Association Postsecondary Adult Vocational Education Division Administrative Section

Ohio Vocational Directors Association

Ohio Vocational Education Committee of Practitioners

Ohio Vocational Education Leadership Institute

Ohio Vocational Teacher Educators

Sex Equity Speakers Group

Southeast Ohio Local Education Area Planning Meeting

Southwest Ohio Local Education Area Planning Meeting

Technology Education Association

This Settlement House

Vocational and Adult Education Teachers (all service areas)

Education Leadership

The *Ohio's Future at Work: Beyond 2000* task force provided the vision and the ongoing leadership in the development of this strategic plan with guidance from the Division of Vocational and Adult Education executive staff.

Task Force:

Matthew Hughes, Co-chair
Karen K. Jesko, Co-chair
N. L. McCaslin, Consultant
Bonnie Barrett-Bensonhaver
Bob Bowermeister
Cynthia R. Gahris
Jeffrey Gove
Vicki L. Melvin
Sheila Thompson
Robin White

Executive Staff:

Joanna Kister, Director
Dee Allenspach
Thomas N. Applegate
Connie M. Blair
James A. Bowling
Margaret Callaghan
Deborah Bingham-Catri
Charlotte Coomer
Kristen Cox
Larry Daniels
Karen P. Heath
Claudia Jones
Jack L. Lenz
Rick Mangini
Vicki L. Melvin
Robert D. Sommers
Edwin A. Whitfield
James H. Wiblin

For more information, contact

Ohio Department of Education
Division of Vocational and Adult Education
65 S. Front St., Room 907
Columbus, OH 43215-4183
614-466-3430

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